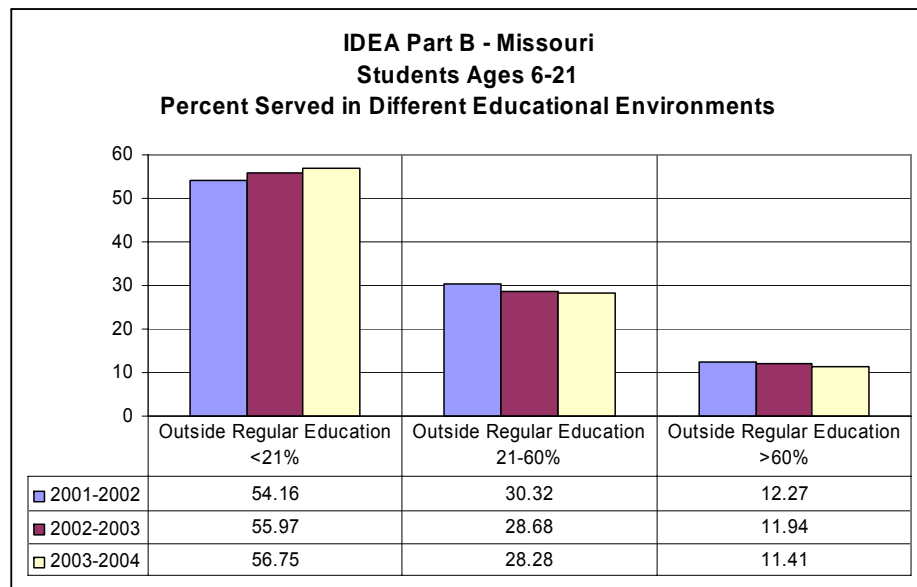


**BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.**

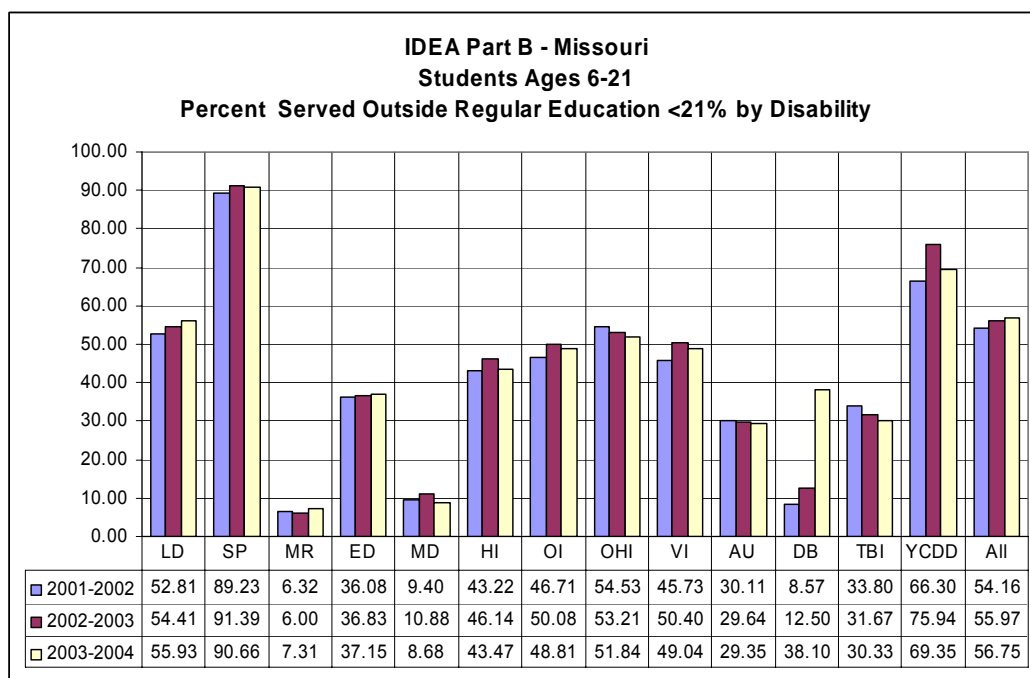
**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

School Age Data (Students Ages 6-21):

<b>IDEA Part B - Missouri and United States</b> <b>Missouri and United States</b> <b>Percent of Students Ages 6-21 Served in Different Educational Environments</b>						
School Year	Outside Regular Class <21%		Outside Regular Class 21- 60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
2001-2002	54.16	48.44	30.32	28.29	12.27	19.23
2002-2003	55.97	48.22	28.68	28.73	11.94	19.02
2003-2004	56.75	49.87	28.28	27.67	11.41	18.53



<b>IDEA Part B - Missouri and United States</b> <b>Percent of Students Ages 6-21 Served in Different Educational Environments by Disability</b> <b>2003-2004</b>						
Disability Category	Outside Regular Class <21%		Outside Regular Class 21- 60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	55.93	48.75	36.98	37.32	6.36	12.99
Speech/Language Impairment	90.66	88.15	7.20	6.78	2.01	4.65
Mental Retardation	7.31	11.64	32.90	30.24	45.66	51.82
Emotional Disturbance	37.15	30.30	28.11	22.55	20.66	30.24
Multidisabled	8.68	12.08	18.61	17.16	46.29	45.81
Hearing Impairment	43.47	44.91	28.87	19.13	11.92	22.22
Orthopedic Impairment	48.81	46.72	26.02	20.91	18.03	26.19
Other Health Impairment	51.84	51.07	34.61	30.47	10.90	14.98
Visual Impairment	49.04	54.57	18.26	16.89	7.64	15.66
Autism	29.35	26.78	28.98	17.71	32.39	43.89
Deaf/Blindness	38.10	22.15	9.52	13.91	33.33	33.56
Traumatic Brain Injury	30.33	34.56	37.02	29.92	25.96	27.14
Young Child with Dev. Delay	69.35	51.19	19.03	28.11	10.65	18.67
All	56.75	49.87	28.28	27.67	11.41	18.53



## Source of School Age Data:

- IDEA Part B Educational Environment (2002), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables26th/ar\\_ab2.xls](http://www.ideadata.org/tables26th/ar_ab2.xls) as of 12/28/04.
- IDEA Part B Educational Environment (2001), Table ABB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables26th/ar\\_abb2.xls](http://www.ideadata.org/tables26th/ar_abb2.xls) as of 12/28/04.
- IDEA Part B Educational Environment (2000), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables25th/ar\\_ab2.xls](http://www.ideadata.org/tables25th/ar_ab2.xls) as of 12/28/04.

Notes: United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.

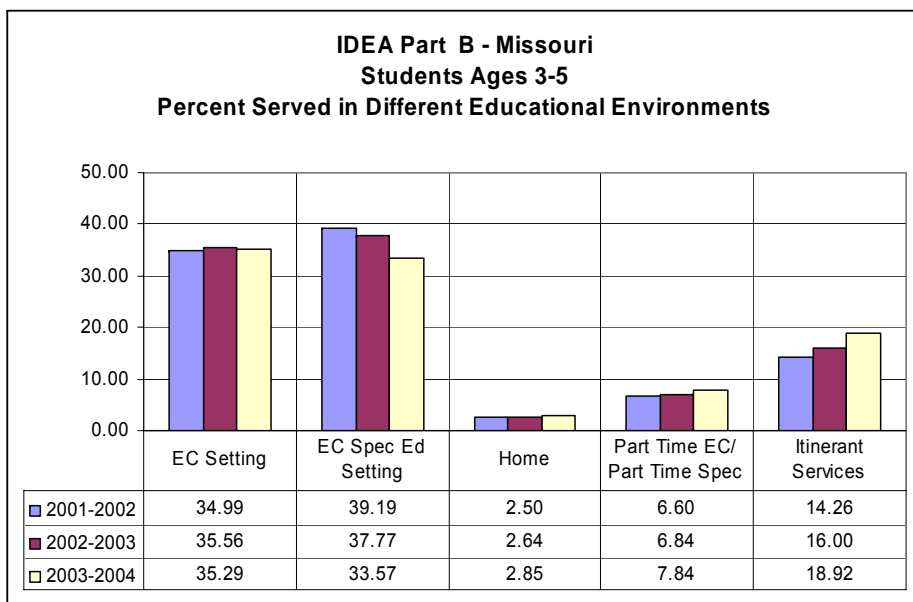
## Formulas:

- Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- Total placements=Outside Regular Class <21%, Outside Regular Class 21-60%, Outside Regular Class >60%, Public Separate Facility, Private Separate Facility, Public Residential Facility, Private Residential Facility, and Homebound/Hospital

## Early Childhood Data (Students Ages 3-5):

IDEA Part B														
Missouri and United States														
Percent of Students Ages 3-5 Served in Different Educational Environments														
School Year	Early Childhood Setting		Early Childhood Special Education		Home		Part Time Early Childhood/ Part Time		Residential Facility		Separate School		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
2001-2002	34.99	36.87	39.19	31.38	2.50	3.08	6.60	14.21	0.08	0.10	2.37	3.40	14.26	9.53
2002-2003	35.56	35.39	37.77	32.04	2.64	3.06	6.84	15.08	0.05	0.09	1.13	3.01	16.00	10.00
2003-2004	35.29	33.93	33.57	32.40	2.85	2.93	7.84	16.37	0.01	0.09	1.51	2.74	18.92	10.40

IDEA Part B														
Percent of Students Ages 3-5 Served in Different Educational Environments by Disability														
2003-2004 School Year														
Disability Category	Early Childhood Setting		Early Childhood Special Education Setting		Home		Part Time Early Childhood/ Part Time Special Education Setting		Residential Facility		Separate School		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	62.14	43.19	12.62	27.25	0.00	1.21	23.30	22.01	0.00	0.04	0.97	0.47	0.97	3.76
Speech/Language Impairment	63.55	40.22	5.73	22.30	1.43	1.47	3.99	15.66	0.00	0.03	0.08	0.75	25.22	18.89
Mental Retardation	13.74	21.87	45.60	53.38	0.55	2.50	21.43	13.79	0.00	0.06	16.48	5.48	2.20	2.45
Emotional Disturbance	20.69	26.27	27.59	43.18	1.72	2.79	18.97	17.88	0.00	0.38	17.24	5.13	13.79	3.45
Multidisabled	7.35	19.39	52.94	51.60	5.88	4.90	13.24	10.43	0.00	0.79	16.18	9.77	4.41	2.13
Hearing Impairment	15.84	21.77	40.59	42.20	1.98	2.48	7.92	18.78	1.98	1.47	29.70	9.04	1.98	3.09
Orthopedic Impairment	36.51	30.32	34.92	42.15	3.17	2.78	14.29	17.38	0.00	0.14	3.17	4.04	7.94	2.23
Other Health Impairment	35.67	22.11	29.30	46.30	3.18	3.72	28.03	20.33	0.00	0.08	1.91	3.05	1.91	3.54
Visual Impairmant	27.91	26.43	23.26	37.99	0.00	5.72	27.91	17.63	0.00	1.26	18.60	7.51	2.33	2.23
Autism	21.11	21.58	51.26	50.67	1.01	2.05	20.10	17.79	0.00	0.07	6.03	4.89	0.50	0.98
Deaf/Blindness	.	20.82	.	30.61	.	6.12	.	20.41	.	1.63	.	15.92	.	1.22
Traumatic Brain Injury	7.14	27.69	42.86	33.87	0.00	3.51	7.14	23.43	0.00	0.43	42.86	8.63	0.00	1.70
Young Child with Dev. Delay	21.07	29.22	48.11	40.18	3.74	4.98	8.61	16.87	0.00	0.08	1.22	4.44	17.25	2.49
All	35.29	33.93	33.57	32.40	2.85	2.93	7.84	16.37	0.01	0.09	1.51	2.74	18.92	10.40



Source of Early Childhood Data:

- o IDEA Part B Educational Environment (2002), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables26th/ar\\_ab2.xls](http://www.ideadata.org/tables26th/ar_ab2.xls) as 12/28.04.
- o IDEA Part B Educational Environment (2001), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables26th/ar\\_abb1.xls](http://www.ideadata.org/tables26th/ar_abb1.xls) as 12/28.04.
- o IDEA Part B Educational Environment (2000), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at [http://www.ideadata.org/tables25th/ar\\_ab1.xls](http://www.ideadata.org/tables25th/ar_ab1.xls) as 12/28.04

Notes:

- o United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.
- o In the State of Missouri, preschool is not mandatory, but districts must provide Early Childhood Special Education Services to families who qualify for and want them.

Formulas:

- o Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- o Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- o Total placements=Early Childhood Setting, Early Childhood Special Education Setting, Home, Part Time Early Childhood/Part Time Early Childhood Special Education Setting, Residential Facility, Separate School and Itinerant Services Outside Home

In general, Missouri's data on educational environments compares favorably to national data. For the school-age population, the percent of students outside the regular class less than 21% has been increasing, while more restrictive placements have been decreasing. Data on students ages 3-5 is very comparable to national data with the exception of the Part Time Early Childhood/Part Time Early Childhood Special Education (Missouri lower than national) and the Itinerant Services Outside the Home categories (Missouri higher than national).

**Monitoring Data:**

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

Spec Ed & Related Services 6 -- Children with disabilities are provided supplementary aids and services, accommodations and modifications to support success in regular education settings.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	91	22	24.2%	1
2002-03	92	29	31.5%	4
2003-04	106	25	23.6%	0

Narrative Response 300200 – The agency's regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	88	1	1.1%	0
2003-04	103	1	1.0%	0

Narrative Response 300700 – The agency provides opportunities for the ECSE staff to collaborate with regular education programs to provide access to appropriate services and general education curriculum.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	0			
2003-04	90	3	3.3%	0

Interview 306410 – Results of interview indicate students with IEPs are placed in the least restrictive environment.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	38	3	7.9%	0
2002-03	36	2	5.6%	0
2003-04	33	6	18.2%	0

Performance Data 200200 -- The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	101	38	37.6%
2002-03	94	36	38.3%
2003-04	103	41	39.8%

Performance Data 200210 -- The percentage of ECSE children with disabilities served at each point of the placement continuum is comparable to statewide averages.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	81	24	29.6%
2003-04	86	27	31.4%

Performance Data 200300 -- The percentage of children with disabilities in each disability category, served at each point of the placement continuum, is comparable to statewide data.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	94	18	19.1%
2003-04	103	21	20.4%

LRE 4 -- Placement options along the continuum are made available to the extent necessary to implement each child's IEP, including community-based options for preschool children.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	102	38	37.3%	0
2002-03	99	32	32.3%	10
2003-04	106	42	39.6%	0

Indicator B 107800 -- Extent of non-participation in regular education.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	90	6	6.7%	0
2002-03	96	20	20.8%	7
2003-04	106	39	36.8%	0

Indicator B 109230 -- Placement decisions are based on a continuum of alternative options

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	13	1	7.7%	0
2002-03	96	4	4.2%	0
2003-04	105	6	5.7%	0

Indicator B 109240 -- Placement decisions are based on the IEP with consideration of regular education classroom with supplementary aids and services

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	5	5.3%	0
2002-03	96	4	4.2%	0
2003-04	104	4	3.8%	0

Monitoring data indicate that noncompliance is being identified at the district level both through file reviews and interviews. The non-compliance has either been cleared or procedures discussed in GS.I have been implemented. Performance calls also show that many districts are not meeting performance expectations. The performance expectations have become more rigorous over the past three years and promote improvement by requiring that districts submit an assurance statement that they will develop a plan to improve performance.

#### **Least Restrictive Environments Professional Development Trainings**

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Least Restrictive Environments – ECSE	30	7	7	0
Least Restrictive Environments – K-12	19	9	7	2

Currently, very few districts are choosing to participate in LRE trainings. Beginning in the 2004-05 school year, corrective actions will require district staff to attend LRE trainings when appropriate.

#### **2. Targets (for reporting period July 1, 2003 through June 30, 2004):**

- Continue to increase placements of students with disabilities in more inclusive environments to provide access to the general education curriculum

#### **3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):**

Placement decisions and least restrictive environments continue to be emphasized in a variety of ways:

- Special Education District Profiles report trend data on educational environments
- Performance calls on LRE data are included in monitoring reports
- Focused monitoring reviews are looking closely at LRE through file reviews and interviews
- Professional development modules regarding LRE are offered
- Annual Program Evaluation model encourages analysis of all aspects of the special education system, including LRE

#### **4. Projected Targets:**

- Continue to increase placements of students with disabilities in more inclusive environments to provide access to the general education curriculum.
- Additional targets are included in the Future Activities table.

**5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:**

See also GS.VI

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.V BF.I BF.IV	Develop and implement professional development training curriculum on access to the general education classroom such as: <ul style="list-style-type: none"> <li>Differentiated instruction</li> <li>Problem solving for high quality interventions</li> <li>Quality eligibility determinations</li> <li>PBS</li> <li>Curriculum based measurement</li> <li>K-12 LRE</li> <li>ECSE LRE</li> <li>MGO</li> <li>Self-Determination</li> <li>Differentiated Instruction for Vocational Education (K-4)</li> </ul>	Curriculum developed	Completed	<b>Section</b> <b>Responsibility:</b> Effective Practices Compliance RPDC Consultants  <b>Funding Type:</b> Part B SIG
		Coordinated plan developed for training general educators with Title I, Leadership Academy, accelerated schools and RPDC	Completed	
		Regional, RPDC and in- district trainers identified.	Completed	
		Train the Trainer sessions conducted or RPDC consultants, Regional Trainers and In-district trainers.	2004-2005	
		Credential RPDC and regional trainers	2004-2005	
		Training in the nine RPDC regions and medium/large districts conducted	2004-2005	
		Impact of the training evaluated	2005-2006	
BF.V BF.IV	Embed content of the curriculum in pre-service education coursework	Meeting convened with IHE representatives	Completed	<b>Section</b> <b>Responsibility:</b> Effective Practices  <b>Funding Type:</b> Part B SIG
		Workgroup convened to develop strategies and timelines	2004-2005	
		Appropriate areas in existing areas identified to embed strategies	2004-2005	